

BIENNIAL REPORT
of the
**IDAHO STATE SCHOOL
FOR THE DEAF AND
THE BLIND**

For the
Biennium 1948-1950



Gooding, Idaho

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Personnel, July, 1949

OFFICERS OF ADMINISTRATION

Burton W. Driggs, M.A., Superintendent Nola L. Collings, Bursar
Hattie Boldenow, Secretary

DEPARTMENT OF THE BLIND

Dena Hill Mae Snively, Music Page Bird, B.S.
Emma Johnson (Part-Time)

DEPARTMENT FOR THE DEAF

LaPearl McPherson, B.S. Pearly Carrico
Genevieve Tucker Thomas Berg, B.S.
Mildred Fouts, B.S. Edmond Cassetti
Evelyn Lindstrom, B.S. Marjorie Miller
Loyce Melton

INDUSTRIAL DEPARTMENT

Edmond Cassetti, Printing Bertha Cassetti, B.S., Physical Edu-
Hattie Finch, Home Economics cation
Edythe Purcell B.A. Ed., Art Thomas Berg, B.S., Coach
Basketry and Rugweaving Hauro Morita, Shoe Repairing and
Myrtle P. Turner, Cosmetology Leathercraft
Arthur Severance, B.S., Industrial
Arts and Typing

HOUSEHOLD DEPARTMENT

None Stagner, Th.B., Matron
Mrs. Hattie Finch Mrs. Edith Burnett Evelyn Abrell
Mrs. Stanley Miller Dan Funk Mrs. Mildred Fouts
Ada Mattice, R.N. Mrs. Thorgan H. Davis George Sharp

Report of the Superintendent

To the State Board of Education:

I hereby present for your consideration the twenty-second Biennial Report of the Idaho School for the Deaf and Blind for the period ending July 1, 1950.

During the biennium we were greatly encouraged when the State Legislature approved building requests for a new Girls' Dormitory and an adequate Gymnasium. These appropriations were then honored by Governor Robins. Eighty thousand dollars had previously been appropriated for the Girls' Dormitory structure, but since the amount was considerably below conservative estimates on such a building, the Legislature allowed us \$20,000 more for that purpose and \$125,000 for the Gymnasium. We are pleased to report that the Gymnasium is nearing completion and the plans for the Girls' Dormitory are ready. We anxiously await formal approval of the plans by the State Board of Education and the Board of Examiners so that construction can be commenced on that building this fall.

In 1949 we graduated six students from the Department for the Deaf and Dallas Stroschein of Aberdeen, Idaho, who had all his foundational preparations here, completed his four years courses at Gooding High School. The graduates from the Department of the Deaf are gainfully employed as a Boys' Supervisor, a Dental Technician's Assistant, a Laborer in a Starch Plant, a Printer and a Laundry Employee. Etta Rhea Cabbage, another graduate, is a student enrolled at Gallaudet College.

Dallas Stroschein, from the Department of the Blind, received a four-year scholarship at Gonzaga College, Spokane, Washington. A whole pictorial page of the Spokane Review was recently devoted to him, pointing up his remarkable achievements.

Our men teachers have been engaged at the interior redecorating of our buildings during the summer months. We find it a distinct advantage to have this skill available to us. In this program it has been possible to preserve our buildings and effect noticeable improvement in all of them.

Our enrollment has recently showed a decided increase. When we realize our new Dormitory for the girls, we shall be in a position to safely house them in a modern, fire proof building with available play space and comforts. Too long have they been housed on the second floor of the old School Building that is definitely a fire hazard.

Superintendent Driggs has been permitted to attend the conventions of the National Instructors of the Deaf and the Blind in the past two years where samples of most modern techniques in instruction have been offered the profession. At the recent Convention for Instructors of the Blind at Overbrook, Pennsylvania, several instruments to aid the Blind were demonstrated. One instrument that passes an electronic beam over the Braille alphabet, reads off the letters to the Blind. Although still in the experimental stages it is hoped that in time it will be perfected to such an extent as to actually "read to the Blind."

A Detector operated as a flash light, warns the Blind person of near or approaching objects and may replace the Seeing Eye Dog.

Miss Edythe Purcell of State School Staff Addresses Convention of American Instructors of the Deaf

The following is the text of the paper given by Miss Edythe Purcell, our Art Instructor, at the Convention of the American Instructors for the Deaf at Jacksonville, Illinois, June 20, 1949:

I have been asked to talk to you about "Art Education," that is "Art Education" as applied to the deaf child. Often we have heard it said that because of the handicap of the deaf that they should have more vocational training than normal children. I once read an article about a blind person who said that he did not like to think of his blindness as a handicap but as a challenge. So with our deaf children it should be, and in many cases I think it is, a challenge to do as well or better than hearing children. I think that Art Education is important to all children. It gives them a means of communication and expression. It has been said that one painting is worth ten thousand words. Art is universal; it has no language barriers and no time barriers. We can interpret the message in the paintings of the cave dwellers of southern France as well as if they had been created recently. I understand, that in Canton, China, the natives who live on one side of that large city do not understand the dialect of the people who live on the other side of the same city, only seven miles away, still their art is meaningful to us who live on the other side of the world. It is a universal means of communication and understanding.

All children, when they are very young, have difficulties in expressing themselves. So often they will make a sketch, and explain to you what they are trying to convey. Just the fact that they have found a medium of expression makes it easier for them to find the words which fit that particular problem. So it is with our deaf children—their art education is most important to them.

The art education of a deaf child should give him a means of expression, an appreciation of beauty, a development of good taste, joy in the beauty of nature, use of his latent talents, and the ability to make his surroundings more attractive. Incidentally it might, in certain cases become a means of earning a livelihood.

Many children who have had a keen interest in drawing and painting for a certain number of years complain that they have lost interest. I wonder if sometimes the teacher does not try to impose her methods of thinking and interpretation upon such children until they become discouraged or bored as they realize that it is not what they desired in the first place. Perhaps this is a period in the technical training of the student of art wherein he could be taught self-reliance. Hectographed designs to be copied or colored are all right, perhaps, once in a while when the child is very young and you are attempting to teach him control of his medium, but allow him to express himself in his own way.

The creative aspect is most important. Creation is growth, and, without growth there can be little chance for development. Think about how proud the child is when he has created a project. It does something to him and for him. It is not the finished product which is so important; it is what it has done to his inner self. People who are creating are busy people. They do not have time to get into mischief.

Sometimes, I have boys in my class who like to do wood carving; often they do not want to wait until the next art period to work on their piece of carving so they ask if they might take it to the dormitory to complete it. There is always a chance that the tools will come back dull or broken, or maybe not come back at all but that is not as important as having the boy have something to do in his leisure time and not let the time element dampen his enthusiasm.

I have been criticized because I let the pupils in my department do too many different things at the same time. Perhaps twelve children will be working on six or seven forms of art. Those who criticize say that it would drive them insane to have so many different things going on at the same time.

It is highly essential that deaf children become self reliant. To accomplish this they should be able to choose their own designs, arrive at their own color schemes, execute their problems. They should be held accountable for all equipment and supplies necessary to the completion of their projects.

In the January, 1949 issue of the "American Annals of the Deaf," I noticed that one school for the deaf in the United States teaches Applied Art—twenty-four teach drafting, twenty-one teach mechanical drawing. There are thirteen schools teaching photography, nine offer book binding, two ceramics, one jewelry making while forty-three schools offer leatherwork and twenty-five offer art leather craft, fifteen schools teach art metal work, two photo engraving, thirteen rug weaving, one stenciling and two silk screen work. All these classes need a good foundation in art.

If we can increase or extend the different phases of art to fit the needs of the areas, and cover the subject to such an extent that upon graduation the boy or girl will have a thorough knowledge of his subject, we will have approached, as nearly as possible, our goal.

There is a definition of art which implies that "Art is bringing order out of chaos." If our children finally exhibit creative ability, achieve habits of self-reliance, become appreciative of the aesthetic, then we will have furthered the cause of Art Education.

Higher Education at Gallaudet College

Today Gallaudet College is known as the only college of the deaf in the world. This college, located in Washington, D.C., was founded years ago for the purpose of giving young deaf men and women an education equal to that given in the average hearing college.

Because of the limited enrollment at Gallaudet, only the cream of the crop from schools for the deaf in the United States, and occasionally one or two schools in Canada, can attend. It is estimated that two hundred applicants take the yearly entrance examinations. Of the two hundred, only fifty or so are finally admitted to the preparatory class of this college.

In the fall of 1949, the Idaho School for the Deaf was fortunate

enough to send a promising young woman, Etta Rhea Cabbage, to Gallaudet. She is reported to be a successful student there.

The Idaho School for the Deaf has at the present time several students of college caliber, and it is hoped that these students will qualify for Gallaudet, for the urge is strong within them.

THOMAS O. BERG,
Instructor.

Hospital Report 1949-1950

The health of the children these past two years is surely to be considered above average.

An epidemic of measles and chicken pox necessitated an increased number of hospitalized children during 1948-49, however, all recoveries were uncomplicated. There was but one severe emergency or accident, a basal skull fracture, which resulted from a fall in the small boys' dormitory. The child recovered satisfactorily. No major surgery was performed. Two minor eye operations were performed to improve strabismus by a specialist in Twin Falls.

During 1949-50 communicable diseases were limited to one case of chicken pox and four of scabies. Upper respiratory infections and gastro-intestinal upsets were numerous but not severe. No major surgery was necessary. One minor eye operation was performed to correct strabismus. One fractured arm resulted from track practice, recovery was uncomplicated. The daily clinic provides for all dressings and a check up of any complaints.

New students are given a physical examination upon entrance, and the necessary inoculations, vaccinations, wassermans, and tuberculin tests are done. All reports have been negative for any active pathology.

Children having orthopedic conditions were taken to the Crippled Children's Clinic. The students from the Department of the Blind were taken to Twin Falls for their yearly eye examinations, also a small group from the Department for the Deaf.

Parents were notified of any recommendations that were made by the Doctors. We have endeavored to do our part regarding such recommendations while the youngsters are in school.

All children are measured at the beginning and end of the school term and each one is weighed monthly. Oral cold vaccine is given to the children and definitely aids in prevention of severe colds. A multivitamin is given daily to all. A malt and vitamin tonic, which supplements for cod liver oil, is given the younger or underweight children.

A dental program remains to be of much concern to us. Dental equipment has been installed which seems adequate, but the services of a dentist remains a problem. It is our hope that a definite program can be arranged in the near future to care for the dental needs of the children.

Our aim is to keep the children well and happy, and not forgetting the importance of teaching health habits by example, supervision and demonstration. The children think of the hospital as a desirable part of the campus, for which we are proud and thankful.

Watching over and caring for the children who are entrusted to our care is a great responsibility, but also a joy and pleasure to be able to aid them.

ADA MATTICE, R.N.

Printing Department

The importance of printing in the education of a deaf child cannot be over-emphasized. It prepares a child to earn his livelihood at a respected and remunerative trade, and also helps him to acquire a language which is above the average in syntax and grammar and gives him a broader view of life which is steadily growing vast and intricate. Through the tools of the compositor, the deaf child, unfamiliar with the cacaphony of sound, moulds words and sentences which his hearing brothers and sisters absorb through their ears. He acquires a richer vocabulary through his constant manipulations of type, the invention of which revolutionized the world and brought greater freedom to man.

The printing department of this school, while small, is complete. Operations begin with the setting up of simple jobs and run to the production of all kinds of printed matter on complicated machinery. All the printed matter required by this school is produced in our own plant. Many other jobs of a commercial nature, such as newspaper advertisements, business forms, brochures are set up and proofed, though these jobs will never leave the shop. This is done so that the students who take this course will be able to take their place in industry with a minimum of adjustment and instruction from the employer.

All machinery, with the exception of the cylinder press, has been completely overhauled and rebuilt by the instructor with student help. Many more years of satisfactory service will result. The cylinder press is obsolete and replacement parts cannot be obtained. This press requires much labor to operate and turns out printing of fair quality. In my request for appropriations for the next biennium I have asked for enough to purchase a modern automatic press of a make which is used throughout the printing industry and which will enable the students to do process color work, impossible on the present machine.

I have also requested appropriations to purchase another linecasting machine which will give more of the students a chance to learn machine typesetting which is now the standard practice in this industry.

As there was very little money appropriated to the printing department for the last biennium, very little new type was purchased. The type now in use is worn out and is limited to a few different faces.

Only one student has graduated from the printing course during the biennium and is now successfully employed at the trade at very adequate wages.

It is hoped that the State will understand the importance of preparing our students to compete equally with their hearing contemporaries and grant the necessary funds for their training.

EDMOND CASSETTI,
Instructor.

Manual Arts Department

It is one of the chief aims of the Manual Arts Department to teach Shop Language. The ability to name and identify tools is all important to a deaf person. One other important objective is the teaching of fundamental skills to all age groups. It is our aim to have every pupil fairly adept at using most common hand and power tools.

The following is a list of projects undertaken and completed during the past two years:

1. Putting siding, sheeting and shingles on the cow barn. All classes participated in this activity.
2. The study of various wood finishes. The use of polishing agents and abrasives was studied in detail.
3. Projects in woodworking for advanced boys. This included desks, tables, chests and trays.
4. Simple lathe work for beginners and more complicated projects for older boys.
5. Wood carving for all groups.
6. Painting both inside and outside.
7. Practice and instruction in the safe operation of power tools.
8. Maintenance and care of all tools—sharpening, adjustment and repair.

ARTHUR SEVERANCE,
Instructor.

Home Economics

Among the projects completed by the Home Economics department has been one in home beautification, a practical experience in which all the intermediate and advanced girls participated with a lively interest and a large amount of hard work. The Home Project consisted of completely redecorating the living room of the Big Girls' Dormitory; the walls were sized and papered, the ceiling and closets kementoned, the woodwork and floors were given two coats of paint, and new curtains were made and hung at the windows. This work was all

done by the girls and was a valuable lesson in economy and promoting a desire for attractive home surroundings.

A Home Economics Club was formed during the semester and the girls planned and presented several social functions, one of which was the lovely formal Christmas dancing party. The cooking classes prepared refreshments for all the parties, to the complete satisfaction of the big boys.

The sewing department has fairly buzzed with activity, the girls showing much enthusiasm in completing their various assignments, which have consisted of hemstitched towels, aprons, and dresses and remodeling old garments. The Primary Girls have exhibited a real talent in assembling and stuffing small soft toys and are now busy with aprons. The Blind Girls have done an especially creditable work, having completed dirndl skirts and cotton blouses, and at present are finishing cotton dresses designed for their small sisters.

My work plan in all classes has been to try to teach the basic principles and vocabulary of sewing and cooking rather than turning out a large quantity of finished articles. The primary group has been taught to thread a needle, to sew on a button and to make simple stitches. For Christmas they made needle cases for their mothers and are now constructing stuffed toys.

The intermediate and advanced groups have followed the same general work plan; i.e. care and use of the sewing machine, seams, stitches and the use of patterns. They have completed laundry bags, skirts, blouses and pajamas, and in cooking they have learned the care of the kitchen and equipment, and how to follow directions in a written recipe. Table setting and table manners have been stressed and a field trip was made by the Advanced group to the Snake River Pottery plant at Bliss, where they saw a demonstration of taking raw clay and molding it into a dish.

The blind department completed a hooked rug and pillow, which were of great value in helping them to develop rhythm of motion and precision in judging the length and number of stitches to be placed in a given area. They completed gifts for their mothers and worked on varied projects of darning, stuffed toys and evening dresses.

HATTIE FINCH
Instructor.

Leathercraft and Shoe Shop

During the past two years the deaf boys have done outstanding work in leather tooling and carving. They have made belts, ladies' purses, billfolds, gun scabbards, photo albums, etc., by using their hands to carve and tool them and the tracing paper to copy the designs.

In shoe repairing the deaf boys learn to rebuild old shoes and make them appear new. The first thing is to make a wax end. This wax end is used for sewing welts by hand on old shoes for practice. When this is finished they put on soles. After that, they finish soles and heels on the finishing machine. A final step is to sew soles by a stitching machine.

It was my privilege to take six weeks' training in shoe repairing in Salt Lake City last summer. I was happy for this opportunity. I got many new ideas about dye work while there. We plan to get a new spraying outfit for the dye work and some other new machines for shoe repairing.

HARUO MORITA,
Instructor.

Department For the Blind

Upper School

The students of the Department for the Blind in the Upper School follow the Idaho State Course of Study. It has been customary, although it is not required, that the eighth grade pupils take the State examinations. This furnishes a good check on the standing of the group in comparison with students in the public schools, at the same educational level. The results have been excellent. In addition to the regular courses our students have instruction in many types of hand-work, four years of typing, chorus and individual instruction in music.

Experiences with the civic community life of the town have been entered into whenever possible. Students in the Upper School visited a meeting of the City Council at which several controversial subjects were under discussion. Out of this experience grew a real desire to be able to handle a meeting involving a working knowledge of parliamentary procedure. As a result a club was formed which meets once a week on Friday afternoons. The students elect their own officers and conduct their own affairs. The instructor acts only as a guide when needed. The programs at the club meetings are varied—there are speakers from the outside, programs from the Talking Book, programs initiated by the pupils and social programs at which times the students have learned canasta and other games. Several times during the year the club holds its social meeting in the home of the instructor. A good deal of interest centers around this club work and there is an opportunity for the student to express himself in many avenues. By holding the different offices, pupils have learned parliamentary procedure and conduct their meetings with assurance.

Several of our High School students have attended the Public School in Gooding within the last two years. One student was graduated last year, received high honors, and is now doing excellent work at college.

On Sunday our pupils attend church schools in town, each following the choice of his parents.

There are parties given for the children in private homes during the school year. Such social contacts are stimulating and help the student to fit in more naturally with the average group. The little niceties which the seeing child may pick up merely by imitating and observing what goes on around him, must be carefully taught the blind child. Such social outings offer an excellent background for these lessons.

We have many programs to stimulate and interest the student out of class: kite day, dress-up day, a sleigh ride during the winter season, an

assembly twice a month, trips to points of interest, field day, picnics and the declamation contest. One day the older students wanted a picnic on the golf course and a chance to try out that popular game. It was such a great success that the group has asked to have the experience repeated.

During a hot political campaign we built a voting booth in the hall, asked one of the county chairmen for sample ballots and conducted a regular voting poll. Teachers, staff and State School personnel as well as students cast their votes which were duly checked in approved style. It was fun as well as educational.

This spring we had a homecoming week-end. We wrote letters in class inviting the old grads to come and visit us. Those teachers who were able, entertained the alumni, and they were made welcome at the school. Everyone enjoyed the week-end and seeing old friends.

The Upper School students have written and presented a Christmas play each year, followed by an all-school party at which the Superintendent played Santa Claus in a realistic and convincing manner. These Christmas parties with their gay good times and beautiful carol singing are memories cherished by all.

Poems written by the children were presented at an assembly and published in our school paper.

Each year a skit is written and presented by the pupils centering about an historical character. In this manner interesting details in the life of Lincoln, Washington, etc., are brought to the attention of the whole school.

The students in the Upper School are asked to listen to one news commentator each day. The newspaper is read aloud by the teacher daily. In this manner the young people keep abreast of the times and discuss current issues intelligently.

We undertook last year to catalogue the library in Braille. When it was completed a student was chosen, one who has no vision, and put in charge. He is paid a small amount each month from the office (he is a boy who is badly in need) and in this manner our Braille library is becoming more and more handy for the totally blind—and the student less dependent on the instructors or on those students with partial vision, to help them in the selection of reading material. We feel this is quite a step forward. Every time we make it possible for the blind to do for himself we remove a prop on which he has leaned. Our students love their independence, and we foster this spirit.

We have undertaken quite an ambitious program in map making within the past two years. Those students having partial vision have made the outlines and punctured the divisions. After this the students who lack usable vision have shellaced the maps. Since they are made of heavy Braille paper, they are almost indestructible, and can really be handled, a necessity in our work. In studying the zones, etc., the globe, which is so helpful with the partially blind and sight saving students is replaced by such homey substitutes as the grapefruit, where the blind boy or girl carves his own Equator, Tropic of Capicorn, etc. Sometimes in our enthusiasm to hold on to a good specimen, an over-ripe "world" is carted off by the ever vigilant housekeeping department. We may groan but we must admit it is nice to have things kept in ship-shape order.

The most stimulating experience in our department is the beginning that has been made with the sight saving material. A mere beginning, and too small to show much result; just the readers for sixth, seventh and eighth grades as yet but our imagination leaps forward to the day when the student who cannot read ordinary print, and yet has usable vision, will have access to sight saving material in every class and will, at least in the classroom, cease to be handicapped. Speed the day!

Our crowded condition is our greatest burden. In the Upper School—we have a room 18 by 22 feet in which there are of necessity a half dozen typewriting tables—twelve desks for the ordinary work of the dozen students in the Upper School, a blackboard for the use of those students with partial vision, a teacher's desk, six book racks for the students' braille books, and deep bookshelves to hold the extra books necessary for classroom, and several large wooden maps. We have room to breathe, but not deeply! In order to conduct three separate grades some of the students must study in the hall at different periods during the day. The Department for the Blind is in very cramped quarters. It makes activity work, which is essential with the blind, a very difficult project.

We stress physical and intellectual independence and hold that the joy of living must come from within!

PAGE BIRD.

The Primary Department for the Blind

The Primary Department for the Blind includes the first five grades.

In our academic work, as in public school, we follow the State Course of Study as closely as texts will permit.

Special classes for the slower children have been conducted. These children, who because of limited ability, or late entrance in school, have been unable to be graded according to the usual standards. With these children we follow the project method and build up a unit through which are developed both comprehension and skills.

The Language classes have continued exchange letters with students in other countries. Also they have written good-will letters to Holland, British occupied Germany, and Spain.

The Junior Red Cross made seventy-five brailled get-well cards for the patients at the T.B. Hospital. They were sent as greetings from one handicapped neighbor to another.

Some of the more interesting activities outside the classroom have been, horseback riding, sleighing, assembly programs and musical activities. The high light of this year was actually taking part in the laying of the cornerstone of the new Gymnasium.

In all we do in work or play our outstanding aim is to train the blind child to live and work in a seeing world, and every day's work is planned so that we give the most and the best we have in us in an effort to accomplish this aim.

DENA HILL,
Instructor.

Music Department

Music is a daily part in the life of a pupil in the school. All are given an opportunity in some form of beginning music instruction. Whether a child is extremely talented and has unusual musical gifts or whether he is of normal intelligence, he is given a trial. The pupil's own interest and effort bring results.

Junior Chorus

Primary songs are learned by rote. Junior Chorus develops the sense of pitch, the sense of rhythm, and the desire to sing.

Senior Chorus

Folk songs, national songs, and popular songs in part work are learned. This group consists of varied ages so songs of interest and the desire to sing are the objectives.

Instrumental Teaching

Everyone has the opportunity to take individual piano lessons. Beginning lessons are given by rote. Scales, arpeggios and chords, Major and Minor are taught. After a pupil has had the foundation of piano instruction and has the ability, he may have instruction on some other instrument. Most students start their instrumental instruction with individual piano lessons. Several of them take violin lessons. We do not have an orchestra at the present time but we do have the beginning of a string ensemble.

Brailled Music

It takes several years of ordinary Braille study before it is advisable to learn Braille music. Unless a pupil has a great deal of natural talent Braille music reading is not attempted. The more general knowledge the pupil can get of the time, signs, flats, sharps, naturals, rests, octave signs, hand signs, repeats, measures, bars, etc., the more readily he can read Braille music. A pupil who can, in time, learn Braille music will find it to be a distinct advantage when he is to write out his own copies since the selection of Braille music is very limited.

Public Appearances

The pupils must be ready at all times to be able to offer something of interest for any program that they are called upon to give. In the past two years they have been before Civic Clubs, some of the local churches and schools. They furnish the music for a fine Christmas program every year. Last spring they had the pleasure of taking part in the program for the laying of the cornerstone for our new Gymnasium. A recital is given the closing day of each school term. It is the culmination of the accomplishments of the year.

MAE SNIVELY,
Instructor.

Report of the Matron

We have been busy these past two years trying to improve the minds and bodies of the children entrusted to our care. We trust that in many instances what was said of Jesus in Luke 2:40 has also been true of our children: "And the child grew, and waxed strong in spirit, filled with wisdom."

Working in a resident school affords us a two-fold task. We recognize that the physical surroundings of a child are important and for that reason we attempt to keep a pleasant, home-like atmosphere on the campus, both in the dormitories and dining rooms. Yet, we dare not forget the important factor of having school rooms that are conducive to applying oneself mentally.

Each summer is spent redecorating dormitories, school rooms, kitchen, dining rooms, offices and hospital. Whichever place seems to need attention most is taken care of first. Our own sanding machine was repaired and this past summer all of the floors in the offices, Cosmotology Department, Art Department, Home Economics, and Print Shop were sanded and refinished. What a difference this has made! Some of the hospital rooms were redecorated as were the reading rooms and bath rooms in the boys' dormitory.

The older girls were delighted, upon their return to school this fall, to discover that they have practically new chests of drawers, overstuffed chairs and blankets in their rooms, obtained from Farragut Navy surplus material.

Recently, we have been fortunate enough to obtain a new washing machine and a new extractor. This enables our laundresses to put out more laundry in less time. We were badly in need of both machines and are truly grateful for them.

Our hopes and plans for a new gymnasium are fast becoming a reality. We have watched with interest during the past few months the building progress. Each time we have viewed the new building, we have felt a thrill to see our dreams taking shape and becoming something more than just dreams. We are looking forward to the time when we will watch our boys play basketball on that floor and our children give a program on the stage.

Our increased enrollment this year emphasizes our need of the new girls' dormitory which we hope will soon be ours.

Again we start a new year with joy and anticipation. We want to give the best we have to serving these children who need us and we feel that we in turn need them.

NONA L. STAGNER,
Matron.

Enrollment

Enrollment—1948-49

Deaf Girls	28	
Deaf Boys	40	
Total	—	68
Blind Girls	7	
Blind Boys	12	
Total	—	19
Total Enrollment		87

1949-50

Deaf Girls	30	
Deaf Boys	44	
Total	—	74
Blind Girls	8	
Blind Boys	13	
Total	—	21
Total Enrollment		95

Attendance by Counties—1948-50

Ada	6	Gooding	13
Adams	1	Idaho	2
Bannock	6	Jefferson	1
Bingham	2	Jerome	5
Boise	2	Kootenai	8
Bonner	3	Latah	1
Bonneville	3	Madison	2
Boundary	1	Minidoka	3
Butte	1	Nez Perce	1
Canyon	6	Owyhee	1
Cassia	2	Shoshone	6
Clearwater	3	Twin Falls	7
Custer	1	Valley	2
Franklin	1	Washington	1
Fremont	1	Out of State	2
Gem	1		

Causes of Blindness—1949-50

Unknown	66
Congenital	6
Pneumonia	4
Albino	1
Mastoid Operation	1
Corio-retinitis, bilateral	1
Measles	1
Spinal Meningitis	2
Cataracts	3
Undeveloped Retinae	1
	21

Cause of Deafness—1949-50

Unknown	21
Birth Injury	6
Otitis Media	3
Congenital	6
Meningitis	8
Cerebrospinal, epidemic, cerebral, etc.	
Head Injury	2
Infantile Paralysis	3
Scarlet Fever	2
Tonsilitis	3
Measles	4
Encephalitis	2
Streptococcus Infection	1
Mastoid Operation	1
Hereditary	2
Nerves	2
	66

Financial Report

	Expenditures July 1, 1949 June 30, 1950	Estimated Expenditures July 1, 1950 June 30, 1951	Appropriated & Available 1949-1951
Salaries and Wages	\$115,390.06	\$144,981.94	\$260,372.00
Other Expense—Travel	1,259.98	3,040.02	4,300.00
Other Current Expense..	57,603.31	135,056.69	192,660.00
Capital Outlay	2,179.31	27,430.69	29,610.00
Total	\$176,432.66	\$310,509.34	\$486,942.00
Source of Funds:			
General Fund	\$171,150.26	\$305,941.74	\$477,092.00
Local Income	2,925.00	2,925.00	5,850.00
Endowment Fund No. 77	2,357.40	1,642.60	4,000.00
Total	\$176,432.66	\$310,509.34	\$486,942.00

Conclusion

In conclusion I wish to acknowledge the splendid cooperation that we have received from all officials of our State Government during the period under consideration. To Governor C. A. Robins, we are indeed indebted for his intelligent understanding of our needs in adequate housing and other matters involving provision for financial support. To our State Board of Education, I wish to pay a special tribute. Without their untiring efforts in our behalf, we just could not have accomplished a great deal. Throughout the years they have never failed to exhibit a genuine interest in the welfare of these children and have given them every consideration whenever budget requests or important matters were under consideration. We are truly grateful for their watchful care over us. Now that most of our housing needs are being satisfied, we can begin to feel that the "face of the material plant is definitely being lifted" and we can soon be justified in claiming a "place in the sun" for the Idaho School for the Deaf and the Blind.

BURTON W. DRIGGS,
Superintendent.

